DOCUMENT RESUME

ED 171 476 EC 011 401

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TITLE An Annotated Bibliography of the Literature and Research on Outward Bound and Related Programs.
SPONS AGENCY Outward Bound, Morganton, N.C.
PUB DATE Jun 76
NOTE 41p.; Best copy available

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Books; *Delinquents; Educational Theories; Experiential Learning; Guides; *Higher Education; Mental Illness; *Outdoor Education; *Program Descriptions; Program Evaluation; Research Reviews (Publications); Resource Materials; *Secondary Education; Self Concept; Teacher Education
IDENTIFIERS *Adaptive Programs; Adventure Education; *Outward Bound

ABSTRACT

Feeling the need for a concise summary of research conducted on Outward Bound Activities, the North Carolina Outward Bound School commissioned this annotated bibliography. Approximately 110 listings are included, each accompanied by a brief abstract identifying the principal features and findings of the work listed. The bibliography is divided into nine sections. The first section on Outward Bound standard courses includes 22 references. The second section features 7 references on teacher training and practica courses. Fourteen listings are included in the section on secondary school adaptive programs with nine more described in the section on higher education adaptive programs. Adaptive programs for delinquents are described in 11 references, and adaptive programs for psychologically impaired in 5 listings. There are 24 participant observer reports and theoretical investigations listed. Eleven book titles are cited, and the final section lists nine planning guides and miscellaneous reports. The publications listed in the bibliography were published between 1966 and 1975 and include such materials as reports, papers, conference proceedings, theses, dissertations, journal articles, evaluations, and Outward Bound School publications. (DS)

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An Annotated Bibliography of the Literature and Research on Outward Bound and Related Programs

R. Timothy Pollak
June 1976

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ED114401

Published by
The North Carolina Outward Bound School
1976

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Report of Research Study Form

F O R E W O R D

For some time now, those of us in Outward Bound and related programs have felt the need for a concise summary of the research into our activity. Such a compilation, we reasoned, could be used to facilitate literature searches and subsequent inquiries, support requests for funding, and provide a sense of where we've been in order to more clearly see where we have yet to go.

The fact that there was no central archive for such "adventure education" made the task more burdensome, and often discouraged the effort. We are therefore indebted to Tim Pollak, who undertook this work at our suggestion. Drawing upon Outward Bound files, academic clearing houses (ERIC), and materials contributed by individuals, Tim spent several months compiling this material.

The abstracts herein, unless otherwise noted, have been written by Tim. They are designed to identify the principal features and findings of the work as briefly as possible. Critical assessment has not been attempted.

Thus, the present inventory is regarded only as an important first step toward increasingly better definitions of what and how we're doing.

We wish to thank those organizations and individuals who contributed to this listing, and invite all users to help make the next one more comprehensive by completing the form provided.

Dan Meyer, Director
North Carolina OUTWARD BOUND School

Barter, J. T. The effects of the Outward Bound experience upon the self image of adolescent boys. University of Colorado Medical Centre, 1966.

Before and after course administrations of the Adolescent Self-Image Questionnaire to 207 students of COBS measured a significant decrease on the Body and Self-Image, Emotional Tone, Sexual Attitude and Psychopathology scales. No differences were found between standard and mobile course participants. The unexpected result may have been an effect of students being less assured immediately after the course about the specific detailed feelings and attitudes tapped by the questionnaire.

Borstelmann, L. J. Psychological readiness for change associated with the Outward Bound program. North Carolina Outward Bound School, 1969.

Using Rotter's locus of control measure and the Rokeach instrument for measurement of value systems, students at NCOBS were found to increase in the belief they controlled their personal fates; and values remained relatively stable showing some change toward the staff's emphasis on competent behaviors. Students who begin the course with a greater belief in self-determination were rated as having made better use of the experience.

Clifford, E., & Clifford, M. Self-concepts before and after survival training. British Journal of Social and Clinical Psychology, 1967, 6, 241-248.

A group of 36 Colorado Outward Bound students, all adolescent males between 16 and 21, showed statistically significant increases in self-concept on pre- and post-course administrations of five rating scales including a semantic differential. Discrepencies between self and ideal-self ratings were reduced. Changes were non-specific and were related to initial level of self-evaluation.

Davis, R. W. The fear experience in rock climbing and its influence upon future self-actualization. Unpublished Ph.D. dissertation, University of Southern California, 1972.

Questionnaire responses from 116 O.B. graduates on the nature and intensity of their fear and enthusiasm experienced during the rock climbing and rapelling phase

reported that these activities had a positive effect on their self-awareness and self-actualization. Transformation of estimated fear into enthusiasm during successful completion of these activities was the mechanism suggested for this positive effect.

Fletcher, B. A. Students of Outward Bound Schools in Great Britain: A follow-up study. University of Bristol, School of Education, Bristol, England, 1970.

On a questionnaire survey of 3,000 graduates (1962-1967) and their sponsors, 98% of both groups considered O.B. successful in improving individuals' character and general maturity. Increased self-confidence, greater maturity, and greater awareness of the needs of others were the major improvements identified. Influence of O.B. was seen as persisting for life by 55% of the sponsors and 64% of the five-year alumni. Over 60% of the students reported continued practice of one or more skills learned, 30% had found their way into voluntary or statutory youth work, and a lesser percent into rescue and community service work. (from author's abstract)

Gillette, J. H. A study of attitude changes as a result of Outward Bound Mountain ski school, C-60 (Unpublished doctoral dissertation, University of Northern Colorado, 1971). Dissertation Abstracts International, 1972, 32, 3785A.

Thirty four O.B. participants given pre- and post-course administrations of a 60 item attitudinal Q-sort task changed only 15%, (9) of the items to a statistically significant degree. These items were: assuming initiative, changing pace, doing as others do, teaching that emphasizes lectures, being concerned with over population, being democratic, sharing, supporting law and order in a liberal manner, and supporting minority groups in their attempts to attain equality. Although participant's attitudes changed in some ways this research indicates they remained relatively stable.

Godfrey, R. J. A review of research and evaluation literature on Outward Bound and related educational programs. An informal paper presented at the conference on Experiential Education, sponsored by Colorado Outward Bound School and the School of Education, University of Colorado, October 8-11, 1974.

A rapid scanning of the state of the art of research and evaluation of O.B. related educational programs, with emphasis on background material for assessing internal and external validity of Experiential Education programs. Distinctions are made between research, evaluation, measurement, judgement, and public relations. --author's summary (also in Smathers, K., 1975)

Koepke, S. M. The effects of Outward Bound participation upon anxiety and self-concept (Unpublished masters thesis, Penn State University, 1973). Oregon University Health, Physical Education and Recreation. (Microcard Bulletin No. PSY 659f)

Thirty-three male and eleven female COBS students were tested with the Gough Adjective Check List for self concept and the State-Trait Anxiety Inventory before and at the conclusion of their course. It was concluded that females set somewhat higher ideals for themselves, but males were more successful in approaching their ideal self-concept. Both males and females viewed themselves more positively following the course and more closely approximated what they would like to be. They experienced high anxiety levels before the course and significantly lower levels following their O.B. experience.

Linder, D. E., & Linder, M. J. Experience and change: A psychometric assessment of the impact of Outward Bound courses. An evaluation report, Minnesota Outward Bound School, 1972.

Comparisons on pre- and post-course administrations of the Personality Research Form (PRF), Acceptance of Self and Others (AS-SO), and the Personal Orientation Scale (POS) indicated achieved gains in self acceptance. Differences between co-ed and non-coed courses suggest that all-male course students increased more on the nurturance scale, and women in all-female courses had significant changes (POS) in the direction of a belief in personal control of events, while co-ed students showed no change. There seemed to be no pervasive differences in effect between the male and female courses. Teachers arrived with views of themselves much like those O.B. seeks to nurture, so little significant change was measured.

Lovett, R. A. Outward Bound: A means of implementing guidance objectives. (University of Toledo, 1971) distributed by OBI.

Thirty-nine male and female students of Woodward High School, Toledo, who participated in O.B. programs were more positive in self-concept, more self-confident in decision making and enjoyed better interactions with their peers, as measured by a sentence completion questionnaire, than did a matched control group of students who had not attended O.B. Guidance counselors' objectives are demonstrated to be facilitated by O.B. concepts.

Matthai, R. A. Preliminary report: A survey of applicants to the Hurricane Island Outward Bound School, spring, 1969. Harvard University, 1969.

This questionnaire survey suggests that applicants to O.B. are an 'elite' group of predominantly 16 year old high school juniors. Most are from relatively affluent families, and describe themselves as above average in both grades and general athletic ability. The decision to apply was influenced primarily by O.B. literature and friends who had been through the course. Participants coming to HIOBS through other channels were excluded from this study.

Nye, R. P., Jr. The influence of an Outward Bound Program on the self-concept of the participants. Unpublished doctoral dissertation, Temple University, 1975.

Eighty two male and female NCOBS standard course participants were compared with a similar group of West Chester High School students enrolled in non-remedial summer programs. On the Tennessee Self-Concept scale, O.B. participants showed statistically significant increases on nine of ten scales: Identity, Behavior, Family Self, Social Self, Total Positive, Moral-Ethical Self, Physical Self, Personal Self, and Self-Satisfaction. Only on the Self-Criticism scale did the comparison group increase and the O.B. group did not Three-month follow-up data yielded comparable results. "These findings appear to justify the financial outlay needed...if one is seeking to provide an experience to improve self-concept qualities in the participants"--from author's abstract.

Richards, M. S. Two exploratory studies of Denver West High School students at Colorado Outward Bound School. Unpublished report, Colorado Outward Bound School, Denver Colorado, 1966.

A semantic differential test revealed substantial strengthening of the self-images in a majority of 90 boys who completed COBS course C-11. Interviews with a smaller sample suggested, 1) boys with stronger self-images and more outgoing personalities are more likely to enroll in O.B., and 2) social functioning is affected more than academic pursuits by the course. (from Godfrey, 1974)

Rosegrant, J. Set and setting factors and religious experience. Yale University.

Abstract--The correlations between set and setting and 3 types of religious experience were investigated. Before spending three days of solitude in the wilderness (solo) NCOBS students took a questionnaire measuring attitude toward nature on an agency/communion dimension; after solo questionnaires on felt stress and degree to which solo had been an agentic or communal reality, a peak or meaningful experience. Location was another setting factor. Meaningful experiences occurred when set or setting were communal; setting was more relevant for agentic people. Communal realities occurred in the same conditions, except that set was only relevant under agentic setting. Peak experiences occurred under low stress and under certain settings when set and setting clashed.

Schroeder, H. M., & Lee, R. E. Effects of Outward Bound training on urban youth. Princeton University, 1967.

Forty non-achieving high school students perceived themselves as more active, stronger, more positive and less alienated following O.B. participation. They regarded others more as individuals and peers and teachers as more positive and helpful. More mature goal-orientations and greater flexibility of means for goal-achievement were also demonstrated.

Schulze, J. R. Evaluation of the effects of Outward Bound training upon Dartmouth College students and New Hampshire secondary school students. University of Massachusetts, 1970.

A diverse group of 78 students revealed a high degree of self-discovery through stress and increased awareness of responsibility, tolerance, respect and trust; from analysis of questionnaires, group discussions and personal interviews after winter O.B. courses.

Smith, M. A. W. An investigation of an Outward Bound experience on selected personality factors and behaviors in high school juniors (Unpublished doctoral dissertation, University of Oregon, 1971). Dissertation Abstracts International, 1972, 32, 6141A.

Fifty male and female students from Winston Churchill High School, Eugene, Oregon, improved significantly in daily attendance and in positive thoughts about themselves following a three week coed O.B. course, as compared to a matched control group. No long-lasting significant differences on the "16 PF Test" were found, nor were teachers' ratings of self-confidence, perserverance, and ability to get along with others significantly different from the control group.

Smith, M. L.. Gabriel, R., Schott, J., & Padia, H.L. Evaluation of the effects of Outward Bound. Bureau of Educational Field Services, School of Education, University of Colorado, Boulder, Colorado, 1975.

Part (1) a research report of a time series investigation of the effects of COBS, is followed by (2) a participant observation report. Using the previously developed Inventory of Outward Bound Effects the team concluded that O.B. "has a positive impact on the participants' self-assertion, i.e., their sense of competence, leadership, and activity." Self-esteem also is affected, but results varied across courses. Weak evidence exists for effects on acceptance of others. "This study failed to show any impact of the program on self-awareness."

Strutt, B. E. The influence of Outward Bound courses on the personality of girls. Research in Physical Education, 1966, 1, (1), (Great Britian).

Through use of the Sixteen Personality Factor Questionnaire, the Intelligence Progressive Matrices Test, Self-ratings, sponsor ratings, and confidential O.B. student reports, it was found that girls who had completed an O.B. course were relatively more stable, more dependable, more critical, livlier, less sensitive and less conventional than a control group. (from Godfrey, 1974)

Wetmore, R. C. The influence of Outward Bound school experience on the self-concept of adolescent boys (Doctoral dissertation, Boston University School of Education). Dissertation Abstracts International, 1972, 33, 1498A.

The Tennessee Self-Concept Scale was administered to 291 students of HIOBS before, after, and six-months following the end of the course. Statistically significant positive changes were found on three scales even at follow-up. No significant correlations with differences in demographic data were found. The Kelly and Baer Behavior Rating Scale gave supporting evidence of significant positive change. Ninety-five percent reported favorable effects of the course on six month follow-up critiques.

Winkie, P. A. Effects of an Outward Bound school on levels of moral judgement and self-concept. Paper presented at the 24th annual convention of the National Science Teachers Association, Philadelphia, Pennsylvania, March 22, 1976. (Associate professor of Biology, Camden County, Community College, Box 200, Blackwood, New Jersey 08012.)

One hundred forty-seven male and female students at HIOBS were compared with a control group of arriving students on before, after the course, and 30 days follow-up administrations of the Rest Defining Issues Test (DIT, using six Kohlbergian type moral dilemma stories), and the Tennessee Self-Concept Scale. A "distinct positive movement towards higher levels of moral judgement and self-concept" was found for the O.B. students which was maintained at least 130 days after the experience.

DeLacy, J. Self-awareness and its influences on my teaching. A paper by a Bellevue Schools' teacher of her Outward Bound experience, 1971.

Ms. DeLacy tells of the many old attitudes about student initiative and tolerance that changed for her and the new discoveries she made at Outward Bound. The methods she used to carry these insights into the classroom are also spelled out.

Foster, H. L. and others. An analysis of an Outward Bound experience and its relation to teacher training. Unpublished report, State University of New York at Buffalo, 1971. (ERIC #ED061 160)

Faculty and student prepared questionnaires and pre- and post- course administrations of the Thurston Temperament Schedule demonstrated that an O.B. course was effective in preparing 24 students in a SUNY inner-city teacher preparation program to survive stress, control their emotions and work well with other people. No control group is mentioned, so it is difficult to attribute the results to O.B. (from ERIC summary)

Hawkes, G. Evaluation of the Outward Bound Teachers' Practicum. University of Massachusetts, 1970. Distributed by OBI.

Thirty-four teachers became more experimental in their classrooms, more willing to share teaching-learning processes with students and more tolerant and flexible toward school bureaucracy as reflected in journals, tapes, interviews and questionnaires following an O.B. teachers practicum.

Kesselheim, A. D. & Douglas, J. Use of Outward Bound as a training component for administrators. Report of a mobile seminar sponsored by the Center for Educational Leadership, Newton, Massachusetts School of Education, University of Massachusetts, 1972.

A description and informal questionnaire evaluation of a 5 day seminar run by HIOBS for members of a seven-university consortium considering O.B. as a component in programs for educational administrators. Eleven students and 4 professors from 3 universities participated. Readings and exercises augmented regular O.B. activities. Recruitment, staff training, and cost problems are discussed.

Smathers, K. Outward Bound in the professional education of teachers. Boone, North Carolina: Appalachian State University, 1975.

Twelve student teachers who underwent three weeks of O.B. during their student teaching quarter registered significant positive improvements on a self rating scale, and in overall training and specifically in areas of self-confidence, humanistic receptivity to others, and involvement of students in the learning processes, when compared to two groups of interested and non-interested non-participating student teachers.

Stuckey, J. M. Changes in self-description of teachers as a result of an Outward Bound experience (Doctoral dissertation, The American University, 1974). Dissertation Abstracts International, 1975, 35, 7779A.

This correlational survey of 39 male and female teachers found that age, sex, and O.B. school attended (DOBC & COBS) are not significant as variables contributing to differential changes in personality descriptions on the Gough Adjective Check List and on a questionnaire of personality and behavioral changes noticed by participants 9 months after their course. Significant differences were found in the interactions of these variables.

Unsoeld, W. F. Directors report: Experiential training of teachers. Unpublished report to OBI, 1969. (ERIC Document Reproduction Service No. ED 036 476)

Questionnaires, interviews and observations (6 months later) indicate that 106 teachers who attended 3-5 week O.B. practica consisting of a standard 26 day course plus a debriefing workshop on the personal and professional implications of the outdoor education experience were warmer, more secure, more daring, more flexible in their classroom procedures, and more willing to give students responsibility for defining their own education. (from ERIC summary)

Austin, E., Bloomfield, J., Groff, R., Kimball, A., & Spillman, G. A report on the East High School senior seminar. Presented to the Board of Education, School District Number one, Denver, Colorado, October, 1970.

This semester program was designed to expand O.B. operations to less remote settings, to broaden the base of horizontal leadership and increase the relevance of education to students in a school that had recently experienced a shift from a middle-class college-educated family base to a more urban/transient student body. A Student Attitude card sort, and questionnaires of students and parents revealed substantial enthusiasm and perceived growth in student self-concept, preparation for life and perceived value of education.

Dean, W. C., Hart, W. & Morris, J. An evaluation of the Wasson experiential education seminar. Unpublished report, Wasson High School, Colorado Springs School District #11, CO, 1974.

An evaluation of a semester-long program, by two teachers at the school, uses two approaches (1) a detailed statement of goals with reactions to them from students, staff, and parents, and (2) pre-post testing of Seminar students using the W.E.E.S. Affective Inventory (Smith, et. al. 1973). Data indicated: (1) the development of "a more positive self-concept," (2) that in self-awareness there was greater cognizance of "strengths and weaknesses," (3) that self-assertion increased, and (4) there was little change on the acceptance of others dimension. (from Godfrey, 1974)

Fersch, E. & Smith, M. Project adventure: Final quantitative evaluation. Unpublished report, Hamilton Wenham Regional High School, Massachusetts, 1971

Using the Rotter Scale of Internal and External Control, the Tennessee Self-concept Scale, a student questionnaire, a self-rating scale, the School Climate Survey and physical tests, the authors found that, (1) there was "overall positive change for the sophomore class," (2) students in the project showed a higher degree of internal control, (3) students exhibited a "significant decrease in enthusiasm" for regular school, and (4) "girls did as well, in many instances better, than boys." With no comparison group this is only a program evaluation study. (from Godfrey, 1974)

Fornander, G.F. Report on Mitchell Senior Seminar. Unpublished master of education report, School of Education, University of Colorado, 1974

A semester-long program at Mitchell High School, Colorado Springs, CO, modelled on the Denver East High Senior Seminar was evaluated using, student reactions, staff and observer reports, and pre-post testing with the Tennessee Self-concept scale (TSC), the School Climate Survey (SCS), and the Student Description Form (SDF). Compared to a randomly selected control group, Seminar students changed in a positive direction on ten of twelve TSC scales, felt less positive about the regular school program both before and after the Seminar (SCS), experienced an increased feeling of teacher warmth toward them, and increased on the dimension "Consideration of others" (SDF). (from Godfrey, 1974)

Godfrey, R. J. Outward Bound: A model for educational change (Unpublished doctoral dissertation, University of Northern Colorado, 1972). Dissertation Abstracts International, 1972, 33, 1267B.

Through year end and after the course questionnaires 126 administrators, teachers and pupils from Colorado Springs school district #11 who participated in short-term O.B. seminars were found to benefit. Major conclusions were: (1) Educators experienced significant personal growth and improved inter-personal relations, (2) organizational change was stimulated, (3) teachers' work with both colleagues and pupils was affected, (4) the environment of O.B. had considerable effect, (5) traditional activities of O.B. were accorded less value than interpersonal aspects of the experience, (6) the initial positive response of participants exhibited an enduring quality. Recommendations for incorporating O.B. programs into a school district are included.

Hess, R. P. An analysis of Project Apollo, an environmental education stress-challenge program for Upward Bound students. Unpublished masters thesis, Department of Forestry, Southern Illinois University, 1973.

Two hundred ninety-two students on 3 different courses of the Project were tested before, after and at 3 months after their experience, with the Gordon "How I see myself test" and on "On-Site Achievement test" developed for the study. Self-concept increased on all 12 scales, especially indicating better regard for teachers, better emotional control, and better peer interpersonal relations.

There was an "extremely high degree of retention and carry-over of changes" after 3-months had elapsed. Academic achievement increased. Shorter course was recommended for cost reasons, especially with the significant increases noted.

Johnson, D. R. Evaluation of two adventure programs. Unpublished masters thesis, University of Calgary, 1972.

After a thorough summary of program content and outcome research on adventure programs around the world, the author presents his evaluation studies of local Boys Club and Boy Scouts Adventure programs. Using Cattell's 16 PF scale, Cooper's 1 1/2 mile run, Sociograms, and relationship and general questionnaires, 55 male and female participants were found to gain significantly in personal growth, social functioning and physical functioning. No significant changes were found on the Cattell 16 PF scale. Implications for social work are discussed.

Naches, A. M., and Roberts, J. A. An evaluation of several effects of the Title III ESEA "Dare to Care" program on involved students, faculty, parents, and community members. A report to Adams County School District No. 12, Denver, Colorado, 1967.

Using the High School Personality Questionnaire, a student attitude survey, and a staff rating scale, with three groups, "top student, volunteers, and potential drop-outs," the authors concluded that all students became more: (1) outgoing, (2) affected by feelings, (3) assertive, (4) tender-minded, (5) self-controlled. These changes were most significant for the students categorized as "potential drop-outs." (from Godfrey, 1974)

Nelson, N., and Martin, W. Project BACSTOP: Evaluation report 1974-75, Battle Creek, Michigan. Battle Creek Public Schools, 1975.

A series of out-of-doors adventure activities is designed to increase the potential for learning by improving the relationships between black and white students in racially troubled Northwest Junior High School. Through photo records of student seating patterns; analysis of racially-

related incidents; pre- and post California Achievement Test administration; anecdotal teacher observations; student, teacher and parent written evaluations; and sociograms; it was found that for 350 seventh grade students (1) racial seperation was reversed, (2) black-white violent incidents were reduced, (3) evaluation of interracial tolerance reveal marked improvement, and (4) student performance on standardized tests increased.

Project Apollo: A stress challenge approach to experiential learning: Accumulative results for September 1973-December 1975. Murray State University, Murray, Kentucky, 1976.

A statistical summary of outcome data on 920 students and staff participants in this Educational Demonstration Project outdoor curriculum enrichment program designed to help low-income youth achieve a college education. A Skills Inventory test, an On-Site Academic Achievement Test, and the Gordon "How I see Myself" scale demonstrated significant increases for more than 80% of the students in self-concepts, acquisition of outdoor skills and transfer of learning to the classroom.

Ratliff, S. L. An evaluation of the experiential learning program at East High School Denver; School of Education, University of Colorado, Boulder, Colorado, 1972.

Through questionnaire responses 93 students in the Senior Seminar in comparison with 31 randomly selected seniors from the general student body (1) developed more meaningful relationships with teachers, (2) felt that the experience had significant effects on their future goals, (3) viewed the Seminar as contributing to personal change, (4) related better to their parents, (5) related better to members of other racial groups, (6) developed closer peer relationships, (7) increased in their desire to go to college. Questionnaires given to parents received positive responses about the cost and differences it had made in their children's lives. (from Godfrey, 1974)

Schulze, J. R. An analysis of the impact of Outward Bound in twelve high schools (Doctoral dissertation University of Massachusetts, 1972). Dissertation Abstracts International, 1973, 33, 4695A.

Through observations, existing reports, and questionnaires twelve public and private high schools sending teachers, administrators and students to Outward Bound in '70-'71 showed positive changes in areas of: student self-perception, self-confidence, and responsibility for others; student-teacher relationships; and school curriculum reform. O.B. served to "bring opposing groups together and initiate dialogue and interaction," it also "legitimized and provided sanction for the progressive notion of learning by doing." (from Godfrey, 1974)

Sellard, D. Churchill challenge--a special O.B. course conducted by NOBS for Churchill High School. Eugene, Oregon, 1970.

This informal evaluative report of a 20 day program for 50 randomly chosen students and 6 teachers, covers organizational problems, participant reaction, and discusses the unique features, (1) sexual integration (coed course) and (2) presence of an authority figure (teacher) who will have continued contact with students. One "solid" conclusion was presented, "the participants got to know more about people, and...more about themselves."

Stimpson, D. V., & Pedersen, D. M. Effects of a survival training experience upon evaluation of self and other for underachieving high school students. Perceptual and Motor Skills, 1970, 31, 337-338.

Summary--Eight underachieving male high school students were involved in a 3-week survival training experience designed to raise (a) self-esteem, (b) evaluation of parents, and (c) evaluation of friends. A semantic differential administered in a pre- and posttest design indicated a significant increase in self-esteem and evaluation of parents. The Firo-B was administered as well with no significant change.

Bumpus, J. F. & Hanson, J. E. Evaluation: Linfield Out-of-Doors phases I-III. Unpublished manuscript, Linfield College, McMinnville, OR 97128, Dec. 1973

An informal evaluation of a comprehensive one-year pilot program of leadership development, course offerings, and new-student orientation conducted entirely in the wilderness under the joint leadership of the college and NOBS, supported by a grant from the DeWitt Wallace/Readers Digest Fund. Subjective evaluation impressions were supported by an academic course evaluation form, and Rotter's I-E scale which showed positive changes, but generally failed to reach statistical significance.

Grimm, G. O. Wilderness experiences as an educational supplement. University of Oregon Outdoor Program, Eugene, Oregon. (Summary)

A student-organized outdoor program of the Erb Memorial Union has developed several wilderness education objectives as well as successful methods of implementing them during wilderness outings. A concise summary of these follows.--OBI, DOBC

Heaps, R., & Thorstensen, C. Self-concept changes immediately and one year after survival training. Therapeutic Recreation Journal, second quarter, 1974.

One year after an outdoor survival course at Brigham Young University, the authors were able to retest 21 of 25 participants with the counseling form of the Tennessee Self-Concept Scale. The statistically significant increases over the course on: Total Positive, Identity, Self-Satisfaction, Behavior, Physical Self, Moral-Ethical Self and Personal Self, remained significant at retest. The Family Self scale lost in significance level, and the Social Self scale was significantly higher at retest; whereas it had not been immediately following the course.

MacArthur, R. S., & Bergman, P. A. Report on the O.B. learning/living term program at Dartmouth College, Spring term 1974. Dartmouth Outward Bound Center, 1974.

This informal report describes a small scale program (10 students) designed to integrate academic, residential, service, and outdoor life. Program elements consisted of: (1) a wilderness trip; (2) cooperative living on campus; (3) academic work (centered on a human relations

laboratory course); (4) a service project; (5) first aid and drownproofing; (6) solo; (7) final expedition cycling trip; and (8) unscheduled trips and rescue work. Evaluation is informal with emphasis placed on the cooperative living component.

Miles, J. C. Union Outward Bound: An educational experiment. A paper presented at ACU-I conference. Houston, Texas, March 22-25, 1970. (Available from author, program director, Viking Union, Western Washinton State College, Bellingham, Washington 98225.)

Summary of paper--This paper presents a program idea new to the college union. It examines the educational experimentation and programming of OBI and discusses how and why this type of programming is of interest to the union staff. A social action dimension is added to conventional outdoor programming. Education must utilize more of the environment, and the union can take the lead in this direction.

Mothershead, J. Freshman orientation adventure 1975. Oskaloosa, Iowa: William Penn College, 1975.

An informal summary of the school's first wilderness orientation experience, based on Esalen Institute, California, wilderness growth groups. Narrative summaries of questionnaire responses suggest that students gained in maturity, ability to relate to others, and self-confidence. A group growth evaluation rating form, and Interpersonal Relationship rating scale, support the benefits suggested in narrative form. No statistical evaluation is offered nor is comparison made to other groups.

Nelson, E. Predispositions and attitudinal changes in Outward Bound and human relations groups. A sociology paper, Dartmouth College, 1970.

Through before and after course administrations of semantic differential ratings on 4 self-concept items and a questionnaire designed to determine values, attitudes, and beliefs, 115 students in O.B., Human Relations (HR), and sociology (control group) courses were compared. Both OB and HR students were found to have attitudinal predispositions significantly different from the controls and experienced attitudinal changes that were more similar to one another than different. Differences did occur with OB students changing in the direction of openness to friends, greater tolerance and less independence. HR's had opposite shifts toward a decrease in flexibility,

an increase in stressing personal consistency, and decrease in compassion.

Sullivan, D. S., Sprunger, B., & Williams, B. Effects of college sponsored special programs on freshman performance. Unpublished report Wheaton, Illinois: Wheaton College, 1974.

Two hundred fifty entering male students were placed in one of five treatment conditions: (1) Wilderness-Stress Experience,; (2) Encounter Group; (3) Football Group; (4) Special Advisee Group; and (5) Control Group. The Wilderness group performed significantly better in academic success and classroom performance, and on a composite score of the aspects measured: academic sucess; physical strength and endurance; social competence; extra-curricular; and psychological and intra-personal factors (Personality Orientation Invetory).

Van Waes-Jenners, R. The nature of group dynamics and the Earlham College wilderness program group experience. Unpublished thesis, Earlham College, Richmond, Indiana, 1974.

Part I: Group dynamics of this one month-long program are analyzed with reference to major theories in the field. Part II: Changes in second year of program (reduced size and alterations in instructor's role) seemed to improve morale, group efficiency, and personal growth of the participants. Personality testing before and after the month-long program was suggested as a worthy contribution to improving the program through increased understanding of interrelationship of personality and social interaction. (from author's abstract)

Baer, D. J., Jacobs, P. J., & Carr, F. E. Instructors' ratings of delinquents after Outward Bound survival training and their subsequent recidivism. Psychological Reports, 1975, 36, 547-553.

Summary--After participating in an O.B. program, 60 male delinquents were evaluated by patrol leaders. A significant association was found between non-recidivism within a 5-yr. period and successful course completion. Principal components analysis of a 40-item rating scale yielded six factors. Maturity, Leadership and Effort were significantly correlated with non-recidivism. Results suggest that rating of Outward Bound performance can provide a long term prediction of recidivism.

Bernstein, S. The relationship of antecedent variables and process variables to differential outcome in a stress-challenge program (Unpublished doctoral dissertation, Southern Illinois University, 1973). Dissertation Abstracts International, 1974, 34, 5615A.

Twenty-four adjudicated delinquents under supervision of the St. Louis Juvenile Court experienced 20 days of Stress-Challenge tasks in the wilderness. Using self-reports, task performance measures, relationship inventories, and social behavior ratings in an arrangement of pretest/intervening program/posttest, "the findings suggest that this Stress-Challenge program, which is an individual, non-social encounter, has greatest impact on the self-concept index for the non-social delinquent with low self-concept."

Collingwood,T. R. Survival camping: A therapeutic mode for rehabilitating problem youth (Technical Report). Little Rock, Arkansas, Arkansas Rehabilitation and Research Training Center, 1972.

Through comparisons of pre- and post-course scores on physical fitness tests, the Body Attitude Scale, Bills Index of Adjustment and Values (IAV), Rotter's I/E Scale, The Jesness Inventory, the Behavioral Problem Checklist, and The Behavioral Rating Inventory, 19 delinquent adolescents were found to show positive changes on all measures after a 3-week stress/challenge camping experience. Present self-concept scores on the IAV, and physical fitness scores changed to a highly significant degree. A control group was dropped due to insufficient cooperation.

C. O. B. S. Urban bound. A report to the Boettcher and Donner Foundations, Denver, Colorado, 1969.

Summarizes a program for 32 adjudicated adolescents, involving a modified O.B. mountain experience and follow-up individual and group work with the instructor. Substantial behavioral change is reported from probation officer observations. Recidivism rates ranged from 30% to 36%.

Freeman, G. W., Spilka, B., & Mason, R. C. Deliquency and the Outward Bound program: An empirical evaluation of a radical approach to delinquency. A paper presented at the 1968 convention of the Rocky Mountain Psychological Association, Denver, Colorado, May, 1968.

Five psychological instruments (Spilka's Alienation Scales, Achievement motivation questionnaires, Attitude Toward School scales, The Expected Consequences of Agression Test (ECAT), The Jesness Inventory) demonstrated that 15 delinquent males changed in the direction of greater motive to achieve and reduced perceived value of aggressive behavior, when compared with 24 non-deliquent youth following an O.B. course.

Kelly, F. J. Outward Bound and deliquency: A ten-year experience. A paper presented at the conference on experiential education, Estes Park, Colorado, October 1974.

This concise summary of research findings and experience with O.B. and the Homeward Bound program in reducing recidivism in Massachusetts, points out that the long term effect of O. B. is not as promising. After five years the difference in recidivism rate is no longer significant (38% vs. 53%). The greatest increase in recidivism occured at the end of the second year of parole. Eighty percent of most parolees who will recidivate do so within the first year. The need for O.B. follow-up is emphasized.

Kelly, F. J., & Baer, D. J. Outward Bound Schools as an alternative to institutionalization for adolescent deliquent boys. Boston: Fandel Press, 1968.

One hundred twenty adjudicated adolescent deliquents of the Massachusetts Division of Youth Services were either treated in a routine manner or sent to COBS, HIOBS or

MOBS. Twenty percent of the experimental group and 34% of the comparison group recidivated. Contributing factors to recidivism differences were, background variables such as: age of first court appearance, presence of both parents in the home, first institutionalization, as well as type of offense, and differences in physical environment and action oriented emphases betweeen schools. Recidivists were less likely to be awarded a certificate and were rated less favorably by instructors. Recidivism rates for homogeneous patrols showed no difference from non-homogeneous patrols. All subjects improved in their self-concept and in social attitudes as measured by the Semantic Differential and the Jesness Inventory, non-recidivists showing greater positive change. This is a remarkably thorough, well designed study, which is published in two journals as follows: Kelly, F. J., & Baer, D. J. Jesness inventory and self-concept measures for delinquents before and after participation in Outward Bound. Psychological Reports, 1969, 25, 719-724.; and Kelly, F., & Baer, D. J. Physical challenge as a treatment for deliquency. Crime and Delinquency, October 1971, p. 437.

Nold, J., & Wilpers, M. Wilderness adventure training as an alternative to incarceration. In C. R. Dodge (Ed.), A nation without prisons. Lexington, Massachusetts: Lexington Books, 1975.

This thorough description and review of outcome research on O.B. programs and adaptations for delinquent adolescents, points out the relatively high success of these programs in reducing recidivism. Suggestions are made for maximizing the benefits through careful selection, orientation and continuity procedures. The full range of approaches to the problem are discussed from short individual street gang programs to year-long wilderness communal living arrangements.

Weider, R. Evaluation report: Outward Bound pilot project. Town of Greece, New York: New York Youth Bureau, part I September 1975, part II Febuary 1976.

Six disadvantaged youth were selected to attend NCOBS on the basis of need (behavior problems), interest, and low scores on the Coopersmith Self-esteem inventory (SEI). Two orientation weekend stressful camping trips were used to acquaint potential participants with the rigors of O.B. Post-course testing with SEI indicated little change in self-esteem, however at six-months follow-up a significant increase was found for the four students who completed the program. Substantial positive behav-

ior change was also reported.

Willauer, P. O., Middleton, A., Abdul-Malik, B. U., & Leaf, J. G. Hurricane Island Outward Bound School-Lyman School for boys Overlanders project.

This report provides a thorough description of a relatively successful attempt to integrate O.B. principles into the existing program of a traditional reform school. Problems, procedures and triumphs are discussed in detail. No formal evaluation was attempted, but several behavioral changes indicate that boys' self-confidence increased.

Willman, H. C., & Chun, F. Y. F. Homeward Bound: An alternative to the institutionalization of adjudicated juvenile offenders. Federal Probation, 1973, 37, (3), 52-57.

Describes the evolutionary change of Stephen L. French Youth Forestry Camp of the Massachusetts Department of Youth Services from a work-therapy program to an adventure training, self-discipline model based on O.B. One hundred seventy-two graduates of the 6-week long H.B. program were compared with graduates of Lyman School's traditional 6-9 month program with a decrease in recidivism from 42.7% to 20.8% noted. Other results of the program are ennumerated, as well.

Adams, W. D. Survival training: Its effect on self-concept and selected personality factors of emotionally disturbed adolescents (Doctoral dissertation, Utah State University, 1969). Dissertation Abstracts International, 1970, 31, 388B.

Nineteen male and female adolescent patients from a state institution volunteered to join normal teen-agers in a 30 day course covering 200 miles of trails. No permanent camp was utilized. Pre and post testing with the Tennessee Self-Concept Scale, the Sixteen Personality Factor Questionnaire, and social and rehabilitation histories collected 16-28 months after the course showed statistically significant changes in total self-esteen, feelings of physical adequacy, reduced general maladjustment, and less personality disorder. Factors found to change were higher enthusiasm, increased ego strength and self reliance. Subjects were more adaptable and tranquil, 3 of 19 recidivated. Findings cannot be attributed solely to the treatment, since no comparison group was examined. (from abstract)

Jerstad, L., & Selzer, J. Adventure experiences as treatment for residential mental patients. Therapeutic Recreation Journal, 1973, 7(3), 8-11.

During the summer of 1972 an adventure camp of rock climbing, river running and backpacking was conducted by Jerstad Adventures and Parbat Adventure Institute for the Oregon State Mental Hospital. Fifty-one patients, 51 staff and 33 guides participated. Patient volunteers were all chronic psychiatric in-patients ranging in age from adolescent to elderly. All diagnostic categories and previous types of treatment were represented. Thirty-one of the patients were released from the hospital, including one individual hospitalized for 24 years, many required no further treatment. Although no evaluation research was done the discharge data is encouraging. Also summarized in: Hiking back to mental stability: The Oregon State Hospital Adventure Camp. Conservation News, 1973, 38, no. 10, p 2-6; also M. C. McDonald Adventure camping at Oregon State Hospital. In Lowry, T. (Ed.), Camping Therapy. Springfield, Illinois: Charles C. Thomas, 1974.

Kaplan, R. Some psychological benefits of an outdoor challenge program. Environment and Behavior, 1974, 6(1), 101-115.

An evaluation of performance of ten adolescent male subjects in the Outdoor Challenge Program of the Marquette, Michigan Community Mental Health Center. The Rosenberg

Scale of Self-Esteem, A 22 item rating scale and an activities-interests matrixing task administered before and six months following the two-week session suggest lasting positive changes compared to a matched control group of regular high school students. Although data was somewhat equivocal due to design problems subjects seemed to gain: "a greater sense of concern for other people, a more realistic outlook of one's own strengths and weaknesses, a greater self-sufficiency in the use's of one's time and talents, and a rather positive view of oneself."

Loughmiller, C. The group. Austin, Texas: The Hogg Foundation for Mental Health, 1965.

This chapter from a book The Wilderness Within describes the structure, process, problem solving and value generating aspects of group work with emotionally disturbed boys at Camp Woodland Springs. This year-round center sponsored by the Salesmanship Club makes frequent use of wilderness experiences.

Neff, P. Better tomorrows. Dallas, Texas: Girls Adventure Trails, Inc., U.S. Goverment Printing Office stock number 1766-00016.

This publication describes a year-round program for emotionally disturbed girls, which is innovative, therapeutic and obviously effective. Originally funded by HEW, the program is now supported by local public and private agencies. A 26 day wilderness trip forms the major element of the program, which is augmented by social group work with parents and follow-up meetings for the girls. (from author's summary)

Danenburg, W., & Gaggi, S. Outward Bound: An experience in human development. Catalyst for Change, February 1974, 4, (1), 15-17.

This article reporting the experiences of its authors, both educators, on an NCOBS standard course, contends that such an experience can lead to heightened self confidence, greater facility in problem solving, and a stronger appreciation of man's place in the natural environment.

Elliot, W. El respecto al derecho ajeno es la paz (The respect of others' rights is peace). A sociology paper, Dartmouth Outward Bound Center, 1970.

An O.B. student presents his views on the crucial nature of the instructor's role. Through a thoughtful analysis of his experience in a historical context with specific reference to group process, use of stress, and the non-directive leadership style, he makes a plea for greater role definition of the instructor in closer line with O.B. philosophy and goals, as a "confidence building agent."

Greentree, I. S. Wilderness survival training: The contribution of small group survival research to the understanding of its potential for effecting psychological change. Area paper in partial fulfillment of PhD, George Peabody College, 1975.

This detailed literature review attempts to bring the knowledge gained from field survival research into closer proximity with the research on stress/challenge programs to illuminate the role a challenging natural environment plays in influencing psychological well-being. Many parallels are well drawn between psychological processes contributing to mental stability and the process of adapting to the stresses of a survival experience.

Hale, A. N. (Ed.). Directory: Programs in outdoor adventure activities. Mankato, Minnesota: Outdoor Experiences, Inc., May 1975.

This directory is an outgrowth of the Conference on Outdoor Pursuits in Higher Education held at Appalachian State University, Boone, N.C. in February 1974. It provides brief descriptions of over 190 different programs designed for various problems and populations, with several specialized indexes.

Harmon, P. The measurement of affective education: A report of recent work by Outward Bound prepared for the conference on Outdoor Pursuits in Higher Education. San Francisco: Harmon Associates, 1974.

Summary of efforts to specify educational objectives and methods of measuring the behavior changes induced by an O.B. course, with emphasis on identification and measurement of affective behavior changes. Includes checklists used for measuring course effectiveness and student development, by instructors and student.

Katz, R., & Kolb, D. Outward Bound and education for personal growth: Report of participant observers. In F. J. Kelly, & D. J. Baer, Outward Bound Schools as an alternative to institutionalization for adolescent delinquent boys. Boston: Fandel Press, 1968.

This study discusses O.B.'s Ideology, Educational Method Educational Principles and Methods of student evaluation from an experiential viewpoint. Then these characteristics are assessed on a three point scale (H,M,L) through participant-observer reports of COBS, HIOBS and MOBS. Special emphasis is given the course qualities that facilitate and limit change in urban "juvenile delinquents."

Kesselheim, A. D. A rationale for outdoor activity as experiential education: The reason for freezin'. In K. Smathers (Ed.), The proceedings of the first North American conference on outdoor pursuits in higher education. Boone, North Carolina: Appalachian State University, 1974.

Discusses the primary elements of 'outdoor learning': (a) environmental contrast; (b) physical activity; (c) the intentional use of stress; (d) a small group context; and (e) the employment of newly acquired knowledge and skills; as they relate to the main goals of this experience: (A) enhancing self-concept; (B) understanding the self, with special emphasis upon identifying one's strengths; (C) re-orientation of attitudes toward (1) aesthetic appreciation, and (2) environmental awareness; (D) increase knowledge of (1) leadership and followership, and (2) the use of authority; and (E) internalization.

Lev, P. American Indian world view and the Outward Bound concept. Denver: C.O.B.S., 1968.

Points out that "the American Indian has a view of reality, or world view, which was...rooted in a response to nature."

He follows this with, "the philosophy behind program such as O.B. is oriented toward...a confrontation with nature," suggesting that "perhaps a working relationship can be established between the red man and the white man with this goal and path in mind." (from Godfrey, 1974)

Lowenstein, D. H. Wilderness adventure programs: An activity profile. Pennsylvania State University, Department of Man-Environment Relations, 1975.

This report provides an extensive introduction to O.B. and wilderness adventure programs (WAP) generally. It describes the history and present feature of WAPs, the participants, the demand and consumption factors, the associated resources used, legal aspects and problems-issues that arise. Current research is critically appraised study by study and issues related to educational and therapeutic adaptations are discussed.

McKean, B., Taylor, B., Ratliff, S., & Mallory, J. A. Toward defining measurable objectives in the affective domain for experiential education programmes, C.O.B.S., 1975.

"This paper explores one manner of measurement: the observation of external actions by a student that demonstrate what personal, internal growth is taking place.... It requires, however, clear definition of program goals and student observable behavior. The paper contains examples of goals and behaviors defined by teachers for their own current experiential education programs" (from author's abstract).

Medrick, F. Outward Bound and higher education: A rationale and outline for college development. Denver: Colorado Outward Bound School.

A precise statement of O.B.'s Commitment to experiential learning and how it can be seen to fit into the purposes of college education, is followed by a detailed outline of goals and methods for achieving them, examples of forms and specific experimental programs that have been established, and specific steps for pursuing the development of O.B. programs on college campuses.

Nold, J. J. Outward Bound approaches to alternative schooling: A preliminary paper. C.O.B.S., Denver, Colorado, 1973. (ERIC Document Reproduction Service No. ED 087 658)

Six programs in New Jersey, Colorado, and Massachusetts are described to show how O.B. concepts and methods for alternative education fall into 5 categories: 1) motivational programs, 2) human relations programs within a school, 3) alternatives to traditional physical education, 4) curriculum enrichment, and 5) faculty development. Using O.B. places strains upon finances, school administrations and teaching faculties. "It is clear that such programs can reach a wide cross section of students in a personal way," that faculty respond with as much enthusiasm as students, and that better communications and human relations develop when O.B. is the catalyst between disparate groups. (from ERIC summary)

Nold, J. Outward Bound approaches to outdoors education. Journal of Outdoor Education, 1974, 9(1), 2-6.

Discusses the details of different approaches to adaptations of O.B. concepts and methods: (1) motivational programs; (2) human relations programs within a school; (3) alternatives to traditional physical education; and (4) curriculum enrichment. Uses examples from New Jersey, and Massachusetts to demonstrate the differences and presents evaluative research data on each. Points out the problems of cost, relevance, strain on resources, and interpersonal difficulites that are weaknesses inherent in the approaches.

Nold, J. J. Colorado Outward Bound School report of the director, 1968. C.O.B.S., Denver, Colorado, 1968. (ERIC Document Reproduction Service No. ED 031 335)

Special programs enrolling 765 students in 1968 were aimed at the hard core unemployed, the urban disadvantaged, school underachievers, and college freshman orientation. The report includes summaries of each of the summer courses and model programs, brief vitas describing each of the 41 staff members, various statistics concerning enrollment breakdown, quotes from student journals, and the 1969 course schedule. (from ERIC summary)

Nourse, B. B. Educating for survival, a thesis for the degree with honors in History of Ideas, Williams College, Williamstown, Massachusetts, 1975.

This extensive paper explores survival education, its history, and implications for the future through personal accounts of a DOBC winter course, references to philosophical and educational literature and analogies drawn between the anxiety caused by stress and that of future unknowns.

Outward Bound, Inc. Outward Bound...into the mainstream of education. Andover, Massachusetts, 1968. (ERIC Document Reproduction Service No. ED 031 339)

The O.B. advanced courses designed specifically for adults engaged in education and youth work, benefits teachers through greater development of capacities and potentialities, greater confidence in their abilities, and the ability to relate more effectively to others. Specific training elements in the O.B. program are a close confrontation of man with nature, physical fitness, competition, solitude as an opportunity for introspection and reassessment, activities demanding self-discipline and attention to detail, and problem-solving/decision-making. Goals of the program are to instill values that affect attitudes and influence behavior. (from ERIC summary)

Pieh, R. J. A Janus Report. In K. Smathers (Ed.), Proceedings of First North American Conference on Outdoor Pursuits in Higher Education. Boone, North Carolina: Appalachian State University, 1974.

This is a review of problems, trends, origins and possibilities within O.B., other outdoor pursuits and postsecondary education. From an existential perspective it discusses the O.B. goals of (1) encouraging personal growth, (2) developing interpersonal competence and sensitivity, (3) developing the ability to deal with stress, particularly the fear which is evoked, (4) developing a style of functioning which includes both a capacity for persistence and a rhythmic sense of pace, and (5) developing a spiritual attitude.

Pooley, J. C. The assessment of men for job placement at Outward Bound schools. Physical Education Department Dalhouse University, Nova Scotia, Canada, 1968.

This paper focuses attention on the problems involved in assessing staff for O.B. Through a detailed examination of teacher personnel evaluation techniques and presently utilized O.B. selection methods, the author develops recommendations for improved performance. The exploratory

nature of this report is emphasized as well as the importance of the instructor's role.

Rhoades, J. S. The problems of individual change in Outward Bound: An application of change and transfer theory (Doctoral dissertation, University of Massachusetts, 1972). Dissertation Abstracts International, 1972, 33, 4922A.

A discussion of a conceptual framework for the process of personal change at work in O.B., with specific techniques for increasing student's awareness of their behavior, their ability to perceive changes, and for communicating those changes to others, Based primarily on Kurt Lewin and Edgar Schein's three-step model for change (un-freezing, change, refreezing).

Smathers, K. (Ed.) The proceedings of the first North American Conference on Outdoor Pursuits in Higher Education. Boone, North Carolina: Appalachian State University, February 10-13, 1974. (ERIC Accession No. ED 103 185).

Seven major addresses of the conference and condensed sampling of other presentations discussed: developing ways and means for beginning experimental education programs; elevating the reputation of experimental education in academic circle; paving the way for O.B. credit courses; and developing a national outdoor experimental education organization.

Smith, M. L., Gabriel, R., & Anderson, R. D. Final report: Project to design an evaluation of Outward Bound. Bureau of Educational Research and Services, School of Education, University of Colorado, Boulder, Colorado 1973.

Variables distilled from interviews with O.B. staff, literature and goal setting work were (1) self-esteem, (2) self-awareness, (3) self-assertion, and (4) acceptance of others. These form the basis for the Inventory of Outward Bound Effects questionnaire developed and reliability tested on a COBS summer program. A well designed final study is proposed consisting of: (1) a small tightly controlled study of inner-city youth using observers and questionnaires with follow-up data from two semesters following O.B.; (2) an investigation of the effects of COBS on all its summer participants, using a time series analysis; and (3) a descriptive participant/observer

account of one individual's O.B. experience (see Smith, et al 1975).

Taft, H. W. The value of experience. In K. Smathers (Ed.), The proceedings of the first North American conference on outdoor pursuits in higher education. Boone, North Carolina: Appalachian State University, February 1974.

Puts experiential education in a social evolution/historical perspective, pointing out how the many social changes that have occured create a need for more natural, simplified experiences that put man in more intimate contact with the roots and basic values of living. Suggests that experiential education may be right hemisphere learning as opposed to the verbal, left hemisphere domination of traditional education. He claims that experiential education works better outdoors due to simplification of issues bringing people down to basics--it focuses.

Tresemer, D. The Outward Bound movement. Unpublished Thesis, Harvard College, 1969.

Through interviews and participant-observer techniques comparisons are made between the Hurricane Island (USA) Moray (G.B.), and Eskdale (G.B.) Outward Bound Schools. From the points of view of "character training," "value-forming experience," and "education for personal growth," he concludes that, "although not consistently effective as an initiation rite into Manhood, participation in an O.B. program can lead to constructive development of self-confidence and to greater maturity for those who attend." (from Godfrey, 1974)

Walsh, V. and Golins, G. The Exploration of the Outward Bound Process, Colorado Outward Bound School, 1976.

A conceptional framework for understanding the educational process of Outward Bound: clearcut problem solving tasks set in novel physical and social environments, impelling participants to mastery of the tasks, and subsequent reorganization of the meaning and direction of their life's experience.

Fletcher, B. The Challenge of Outward Bound. London, England: Heinemann Ltd, 1971.

A brief and comprehensive coverage of the development of the Outward Bound movement. The book is an outgrowth of the author's "Follow-up Research" on Outward Bound, made more interesting by the fact the author admits he was skeptical of the program at the outset of his research. The book is a description of how and why he became an enthusiast of this training.

Hogan, J. M. Impelled Into Experience. Wakefield,UK: Educational Productions, 1968.

This is a historical record of the establishment of the first Outward Bound School; engagingly written by Aberdovey's first Warden. It is splendidly detailed with specific incidents and the personalities of this important period.

James, D. (Ed.) Outward Bound. London, England: Routledge and Kegan Paul, 1957.

A collection of essays on various aspects of Outward Bound by the originators and early practitioners. Included are chapters on origins, impact of the sea and mountains, character training, and courses for girls, junior audiences, the military, and industry.

Jeneid, M. Adventuring Outward Bound. Melbourne, Australia: Lansdowne Press, 1967.

This short book gives a detailed look at the Australian Outward Bound School at Fisherman's Point, complete with history; course descriptions, expeditions used; and samples of student journals. "Lessons and skills," chapter 3, is a detailed syllabus of all the material covered in the course.

Lentz, R., Rohnke, K., & Smith, M. Adventure Curriculum: Physical Education. Hamilton, Massachusetts: Project Adventure, 1974.

A how-to book which can serve as a full-year guide for translating Outward Bound into the ongoing program of a public high school, as a construction manual for building ropes courses, or as a starting point for innovation. Developed by Project Adventure to meet five learning goals: (1) increase the participant's sense of personal confidence, (2) increase mutual support within a group, (3) develop increased agility and physical coordination, (4) develop increased joy in one's physical self and in being with others, (5) develop increased familiarity and identification with the natural world.

Meyer, D., Meyer, D., Madden, D. To Know by Experience. Morganton, NC: Artcraft Press, 1973.

A photo book which conveys the Outward Bound experience by means of eighty large format black and white photos and accompanying captions selected from the insights, prose and poetry of participants. An opening narrative describes the educational philosophy and approach. Also included is a brief history of the origin and development of the North Carolina School.

Meyer, D., Ustin, A., Bryant, P., Sweazey, G. The Instructor's Handbook. North Carolina Outward Bound School, 1973. Revised 1976.

A comprehensive training manual covering goals, methods, procedural and activity guidelines for every aspect of the Outward Bound program.

Miner, J. L., Boldt, J. The Origins and Development of Outward Bound in the United States. (In preparation)

Rohrs, H., & Tunstall-Behrens, J. (Eds.) Kurt Hahn. London: Routledge & Kegan Paul, 1970.

This is a collection of biographical material on the life of Kurt Hahn, the educational founder of Outward Bound. It provides an historical account of the philosophical and empirical bases on which the movement is founded as well as some indication of the directions in which it has developed. Other contributions of Kurt Hahn to education, politics, and the development of character are also discussed. An exhaustive bibliography of his writings forms the last chapter.

Stewart, W. A. C. The slackening tide: The thirties and Gordonstoun, reprinted from the book, Progressives and Radicals in English Education 1750-1970. Clifton, New Jersey: Augustus M. Kelley, 1972.

A summary of Hahn's educational philosophy and methods that form the foundation on which Outward Bound is constructed.

Wescott, D. Primitive Survival and Modern Man. Prepublication copy of a book to be published in 1976.

This survival handbook is designed for use alone or in class in combination with Outdoor Survival Skills by L. D. Olsen. It is designed to increase the user's self-reliance. This is accomplished through analysis and activity exercises in the areas of: Attitude; Primary concerns, fire, water, shelter; Finding your way; Food and Primitive craft skills.

Budryk, P., McMullen, R., & Rudge, R. Upward Bound: Program Objectives. Wesleyan University, 1973-74.

Adaptation of Outward Bound methodology to a college preparatory program for low income youth.

Buswell, M., Fornander, G., Gager, R., Haise, L., & Pardee, N. Senior Seminar In Experiential Education. A curriculum booklet. Colorado Springs Public Schools, 1975.

Drasdo, H. Education and the Mountain Centres. Denbighshire, England: Tyddyn Gabriel, 1973.

This brief booklet analyzes the educational rewards of outdoor education in chapters entitled: (1) Declared aims: Ancillary benefits; Ulterior motive, (2) Aesthetic values, (3) Parasocial insights, (4) Other experiential considerations, (5) Impediments in styled approaches, and (6) Has Outdoor education any future? Nearly every aspect of this form of education is entertainingly discussed in considerable detail.

Elledge, G. G. East High Senior Seminar, 1973 Evaluation. Denver Public School, Denver, Colorado, 1973.

Evaluations of Holderness School Project No. 2. Holderness, Massachusetts, 1970.

Marshall, W. Hanover High School Outward Bound adaptive program. A paper prepared for the Department of Educational alternatives, Hanover, New Hampshire, 1971.

McLeod, R. A planning guide for short backpacking and ski touring courses with Colorado Outward Bound School, 1975.

Nold, J. Growth and Crisis in a Developing Organization: Outward Bound, April 1976. An application of Gordon Lippitt's concepts and model to a developing Outward Bound organization.

Outward Bound, Inc. National Safety Policy.

The safety policy guiding the programs at American Outward Bound Schools. Included are requirements for organization, personnel selection and training, investigating and reporting and emergency plans.

Taini, R. Community Environment Education Program. Science department, Jefferson Union High School District, Daly City, California, 1973. A description and outline.

I N F O R M A T I O N

The studies presented herein do not include those that have been completed but not yet recorded in the ERIC or other clearing house systems - a process which can take a year or more.

In general, requests for additional information and copies of the studies should be directed to the author or sponsoring organization. However, copies of some of the studies may be purchased from various Outward Bound installations.

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165 West Putnam Avenue
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Hurricane Island Outward Bound School
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North Carolina Outward Bound School
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Northwest Outward Bound School
3200 Judkins Road
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Southwest Outward Bound School
Post Office Box 2840
Santa Fe, New Mexico 87501

Report of Research Study

Investigator's Name _____

Organization _____

Title of Study _____

Date of Study _____

Copies Available from _____

Abstract (approximately 100 words summarizing major premises, design and findings)

Send to: NCOBS, Post Office Box 817, Morganton, NC 28655